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ABSTRACT

This packet of reading problem exercises is designed to be used by either the tutor or the classroom teacher for the purpose of informally assessing reading proficiency in children. There are two sets of cards in this packet. Each reading skill identified has two items--one appearing in each set of cards. The reading problem-solving exercises have been designed so that one from either set of cards is to be given to the child before instruction; the other item is to be given to the child when either the teacher or the tutor decides the child can perform the task efficiently. The exercises contained in this packet are not intended to be comprehensive in nature. They simply isolate specific reading skills and are to be used for the purpose of informally examining reading proficiency in children. (See CS 000 458 for related document.) (Author/WR)

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PROBLEM SOLVING EXERCISES

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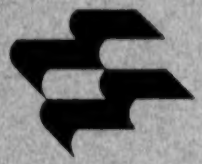

NATIONAL READING CENTER

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The items in this packet correspond to the sample lessons which are found in the Tutor Handbook. We have included problem solving exercises for all reading skills that can be properly assessed in this manner. You will note, as an example, that we do not have a problem solving exercise for Sample Lesson Two in the tutor handbook. Each exercise is numbered to correspond with the lesson in the handbook; therefore there will be some missing numbers.

The exercises contained in this packet are not intended to be comprehensive in nature. They simply isolate specific reading skills and are to be used for the purpose of informally examining reading proficiency in children.

The tutor training materials were designed by Dr. William Furlong of the National Reading Center. These materials were prepared for the Center through a contract with Dr. Leo C. Fay, Dr. J. Laffey and Dr. Carl Smith of the Indiana University Reading Program. Various individuals contributed to sections of the materials and they are credited according to the contractors' directions. Final preparation of the materials was supervised by Dr. Furlong.

The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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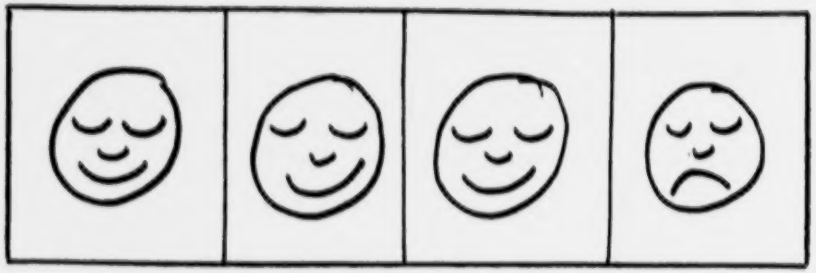
1 NOTING DETAIL

Objective: Given a picture missing one detail, the student will identify that difference.

Instructions: Point to the picture that is different.



3 LETTER FORMS

Objective: The student will cross out the unlike letters given a row of letters some of which are alike and some of which are not.

Instructions: The tester will say: "Cross out all the letters in each row which are not like the first letter."

a	o	d	e	a	u
c	c	e	c	o	c
r	a	r	n	r	r
w	w	v	n	w	z

4 SIGHT WORDS

Objective: Given a set of four words from the Dolch 220 word list, the student will circle the word orally presented to him.

Instructions: (An overlay and crayon are necessary for this item.) Tester will say, "I am going to show you some words; then I am going to say one of the words. I want you to circle the word I say on each line:" (Cover words with transparency.)

Look at the first line, circle the word THINK
Look at the second line, circle the word BROWN
Look at the third line, circle the word INTO
Look at the fourth line, circle the word JUMP
Look at the fifth line, circle the word GOOD

1.	ABOUT	LOOK	THINK	FULL
2.	BROWN	LIGHT	DOWN	TELL
3.	CALL	BECAUSE	INTO	WORK
4.	RIDE	HURT	PLAY	JUMP
5.	CARRY	GOOD	HIM	KNOW

5 RHYMING WORDS

Objective: Given a key word, the student will identify rhyming words from an orally presented list.

Instructions: Tester will say: "I am going to tell you a word. Then I am going to say some words. I want you to tell me which words I say rhyme with the first word I tell you. Your first word is CAT. You tell me which of these words rhyme with CAT." Read slowly the next five words -- allowing the student to respond positively or negatively to each word.

1. bat cow hat rat house

"Your next word is RUN. Which of these words rhyme with RUN?" READ slowly:

2. sun rat blue fun gun

"Your next word is RED. Which of these words rhyme with RED?"

3. roll bed jump head stop

6 CONSONANT SOUNDS

Objective: Given a nonsense word, orally, the student will name the initial consonant, and state another word beginning with the same consonant sound.

Instructions: Tester will say, "I am going to say some words, one at a time. I want you to tell me what letter each word starts with, and tell me another word that starts with the same sound. For example, if I would say BUK you would tell me that word begins with ___. Good (if correct), what is another word that begins with the same sound as BUK?"

Read each word, and wait for student to respond:

TOL

JOP

RAB

BON

MAGE

LOISE

8 LONG VOWELS

Objective: Given a list of nonsense syllables, the student will point out those syllables containing long vowel sounds.

Instructions: "I am going to show you some make-believe words. They are not really words, but we will pretend they are. I want you to show me the words that would have long vowels in them if they were real words."

pite	pabe
toar	sosk
reas	bain
tis	tele
buse	liep

9 LONG VOWEL SOUND OF E

Objective: After listening to three words the student will tell you which word has the long vowel sound of e.

Instructions: Which word has the sound of e as in bean?

1. toy, white, meat
2. east, ten, ice
3. brown, green, gray

10 CONSONANT AND VOWEL DISCRIMINATION

Objective: Given a random line of letters of mixed case the student will identify by name the letters, and classify them as either consonants or vowels.

Instructions: The tester will say: I am going to show you some letters. I want you to tell me the names of the letters, and whether they are vowels or consonants.

g	M	w	Q	F	c	A	X	t
D	o	h	j	B	I	l	d	N
u	r	k	S	b	E	G	m	q

11 CONSONANT BLENDS

Objective: When a student hears a word that begins with a consonant blend, the student will write that blend.

Instructions: The teacher will say: "I am going to say some words that start with two letters that make a sound together. I want you to write down those two letters."

1.	friend	freeze	from
2.	slippery	slide	sleep
3.	brown	bruise	brain
4.	grand	grow	grind

12 USING CONTEXT

Objective: Given a list of words and a sentence missing one word, the student will select the word on the list which best completes the sentence.

Instructions: Have the child select the word on the list which completes each sentence.

1. The book has a missing _____.

   a. dog b. page c. dictionary

2. We are going to the _____ to buy groceries.

   a. playround b. firehouse c. store

3. The school door was _____ and the dog came into the school.

   a. shut b. empty c. open

4. My father was helping me learn how to play _____ after school.

   a. baseball b. grass c. beautiful

13 ROOT WORDS

Objective: Given a list of words, each containing at least one prefix and suffix, the student will identify the root word.

Instructions: The tester will say: "In the blank behind each word, write its root word."

1. incompletely _____
2. disorderly _____
3. nonpoisonous _____
4. dislocated _____
5. unbelievably _____
6. nonfattening _____

14 PLURAL FORMS

Objective: Given a list of singular words, the student will select from three possible alternatives the correct plural form of each singular word.

Instructions: (Cover item portion with overlay and provide student with crayon.) Tester will say: "I am going to show you a list of words. Across from each word are three other words. I want you to underline the word in each group that is the plural of the first word in each row."

1.	ship	shipped	ships	shipers
2.	leaf	leaves	leafs	leafes
3.	cow	cows	cowes	cattle
4.	woman	womans	women	womanes
5.	fox	foxen	foxs	foxes

15 PREFIXES

Objective: Given a list of prefixes and a list of root forms, the student will combine each prefix with several roots to form new words.

Instructions: The tester will say: "Combine each prefix with several roots to form as many new words as you can."

Prefixes	Roots
mis	lay
dis	tie
re	please
un	arm

16 SUFFIXES

Objective: The student will identify suffixes within a given sentence.

Instructions: The tester will say: "Underline the suffixes in these sentences."

1. Jane was tireless in her cooking.
2. His safety habits were detestable.
3. That greenish water might be poisonous.
4. His cheerfulness made him appear boyish.

17 COMPOUND WORDS

Objective: Given a list of compound words, the student will circle the simple words which compose each compound word.

Instructions: (Cover item portion with an overlay and provide the student with a crayon.) The tester will say: "I am going to show you some compound words. I want you to circle the smaller words which make up each compound word."

1. milkman
2. starfish
3. horseshoe
4. classroom
5. airplane
6. cupcake
7. sunshine
8. skyscraper

18 INFLECTIONAL ENDINGS

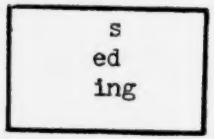
Objective: Given a word the student will add an inflectional ending and use the word correctly in a sentence.

Instructions: The tester will say: "Here are two words. Add each of the endings in the box to each word. Use all six new words in sentences."

play

jump

endings



19 CONTRACTIONS

Objective: Given a list of contractions, the student will state the full expression for which the contraction stands.

Instructions: The tester will say: "I am going to show you some contractions. I want you to read each contraction, and tell me what words the contractions stand for."

1. I'm
2. aren't
3. that's
4. can't
5. hasn't
6. you'll
7. haven't
8. we've
9. I've
10. they'll

20 ABBREVIATIONS

Objective: Given a list of words commonly used in correspondence, the student will write the correct abbreviation for each one.

Instructions: The tester will say: "Write one abbreviation for each of these terms."

1. Avenue
2. Rural Route
3. Street
4. Boulevard
5. United States of America
6. New York
7. Post Office
8. Oregon

21 MULTIPLE MEANINGS

Objective: Given a sentence with a multi-meaning word, the student will write a second sentence using a second meaning of the word.

Instructions: The tester will say: "In each of these sentences the underlined word has more than one meaning. Write a second sentence using another meaning of the underlined word."

1. Jack will face the flag.

   Second meaning _____

2. Ring the bell for lunch.

   Second meaning _____

22 SYNONYMS

Objective: Given pairs of words, the student can tell which are synonyms.

Instructions: The tester will say: "Here are two columns of words. The words in column one have a blank in front of them. In the blank, write the number of the word from column two which means the same as the word in column one.

_____	secret	1.	torn
_____	ragged	2.	quit
_____	stop	3.	empty
_____	act	4.	hidden
_____	prove	5.	deed
_____	bare	6.	show

23 ANTONYMS

Objective: Given a word, the student will write its antonym.

Instructions: The tester will say: "Write the antonym for each of these words."

1. cold
2. down
3. big
4. black

24 ORAL READING

Objective: Given an oral reading selection at his free reading level, the student will read with correct intonation and phrasing.

Instructions: The tester will say: "Read this story out loud. Try to sound as though you were really talking." The tester will check for proper pauses for punctuation and phrasing, and for natural intonation.

Christmas recess would begin tomorrow. Jack was very excited. He called to his mother, "What time do we leave for Aunt Susan's house?"

"Be quiet!" said Mother. "You know the baby is still sleeping, and so is your father."

"I'm sorry," said Jack, "Christmas only comes once a year, Mother."

1. Notes punctuation: yes no

2. Phrases properly: yes no

3. Good intonation: yes no

25 MAIN IDEA

Objective: The student will select from a list of three statements the one which most closely describes the main idea of a given sentence.

Instructions: The tester will say: "Read each sentence and the three statements after it. Decide which of the three statements is most like the main idea of each sentence. Circle the statement you choose."

Sally went shopping at the market.

1. After work, Sally made some purchases at a store.
2. Sally is at a store doing her marketing.
3. Stopping at a store, Sally bought some apples and cheese.

The sun is coming out.

1. The clouds have disappeared, so the sun is shining.
2. It is now dawn and the sun is rising.
3. It is becoming sunny outside.

26 LOCATING FACTUAL INFORMATION

Objective: Given a paragraph, the student will locate the sentence which answers a question of fact.

Instructions: Have the student read the following paragraph to answer the questions you ask him.

Why did John want a bicycle?

John was going to be nine years old tomorrow. He had hinted and hinted to his mother and father that he wanted a new bicycle. He hoped that they would give him one. He was just too big to ride that little bike anymore.

27 DISTINGUISHING BETWEEN FACT AND OPINION

Objective: Given a group of sentences some of which are fact and some of which are opinion, the student will be able to tell the difference.

Instructions: The tester will say: "In these sentences some are facts, statements about which all will agree. Others are opinions, statements that may not be agreed upon by everyone. Write 'F' after the statements that are facts. Write 'O' after the statements that are opinions."

Summer comes after spring. _____

Wayne is not a good student. _____

Mrs. Brown is a good teacher. _____

September has thirty days. _____

Labor Day is a national holiday. _____

Girls are smarter than boys. _____

28 RECALLING SEQUENCE

Objective: Given a paragraph and a list of statements relating to its content, the student will place these statements in order of their occurrence.

Instructions: The tester will say: "Read this paragraph and the list of statements after it. Number the statements in the order in which they happened in the paragraph."

John knew he was going to miss the bus. His teacher would not like his being late again. John had to hurry, so he began to run so fast his hat blew away. He jumped over a fence and tore his shirt. He cut across a neighbor's yard and slipped in the grass. The grass left a green spot on John's shirt. John felt like he was going to cry.

_____ John slipped and fell.

_____ John thought he might cry.

_____ John knew he was late for school.

_____ John's shirt was torn.

_____ John lost his hat.

29 PREDICTING OUTCOMES

Objective: Given a reading selection and a set of conclusions, the student will identify the logical conclusion.

Instructions: The tester will say: "Read this selection and identify the most logical conclusion."

They walked until they came to the lion cage. A huge lion lay on the floor, gnawing a bone. Near him lay a small cub fast asleep. The children continued to walk around the zoo. They came to the monkey house. Crowds of people were there. Their father did not take the children inside.

The children did not go in the monkey house because:

1. it was closed
2. it was crowded
3. it was far away

30 INTERPRETATION OF FACTS

Objective: Given several selections presenting the same body of factual material, the student will identify the paragraph among them which is most specific in presenting facts.

Instructions: The tester will say: "Circle the number of the following paragraph which is most accurate."

I. About 100,000 records were sold in our country during the late 1960's. Several thousand were records of the same song. This lowered the number of different tunes compared with the total number of records.

II. About 100,000 records were bought in this country during the last half of the 1960's. A few thousand were cuts of the same tune, so the number of different songs wasn't as high as the total amount sold.

III. 103,416 records were bought in this country from 1965-1969. 6,074 pressings were cuts of the same tune; therefore, the total number of different tunes sold was 97,342.

32 IDENTIFYING FIGURATIVE LANGUAGE

Objective: The student will choose the correct meaning of a sentence containing figurative language given the meaning and a distractor in sentence form.

Instructions: The tester will say: "Circle the sentence which means the same thing as the first sentence."

Keep your eye on the clock.

1. Put your eye next to the clock.
2. Watch the clock.

John lost his head when the ice broke.

1. John got excited when the ice broke.
2. John couldn't find his head when the ice broke.

38 READING RATE

Objective: Given technical and fictional reading selections, the pupil will indicate the reading rate appropriate to each.

Instructions: The tester will say: "One of these reading selections would probably be read slowly. Put an 'S' by it. Another might be read with your fastest reading rate. Put an 'F' by it. For the third you would probably use a medium rate. Put an 'M' by it."

I would read this

_____ John and Carol liked to play in Grandmother's attic. One day they found an old chest. "This might be a pirate's chest!" exclaimed Carol. "Let's open it and see what's inside."

_____ Subtraction is the inverse of addition. The minuend is subtracted from the subtrahend. The resulting answer is called the difference. Division is a quick way of subtracting groups of equal size. Division is the inverse of multiplication.

_____ Snow isn't always white. Pink snow fell in 1933. The snow was mixed with red dust. Green snow has also been seen. Small green plants were in the snow.

40 DIACRITICAL MARKS

Objective: The student will demonstrate his understanding of diacritical markings by correctly marking the long and short vowels in a list of familiar words.

Instructions: The tester will say: "In this list of words find the long and the short sounds of the vowels. Mark the vowels long or short as they would be marked in a dictionary. The silent vowels have been marked for you."

hugē	fat	hō
cub	hē	gavē
hen	rock	linē
sit	ball	cutē

41 DICTIONARY GUIDE WORDS

Objective: Given two guide words and a list of words, the student will write only those words from the list that fit between the guide words into alphabetical order.

Instructions: The tester will say: "Some of the words in the column below fit between the guide words, frantic-free. Place these words in alphabetical order. Do not include words which do not fit between the guide words in the alphabetical list."

frantic	free
freedom	
fraught	
freaky	
fray	
frantically	
frater	
fraud	
fragrance	
frail	

42 USING A GLOSSARY

Objective: Given a textbook and a list of words found within its glossary, the student will locate the glossary and list the definition it gives for each word.

Instructions: The tester will say: "Write a definition for each of these words listed in your science glossary."

ameoba

nuclear

mitosis

43 ENCYCLOPEDIA INDEX

Objective: Given an encyclopedia index, the student will locate specific topics within it.

Instructions: The tester will say: "Locate the following topics in the index of your encyclopedia. Complete the volume, letter, and page information."

1. Information about the Egyptian pyramids is located in volume _____, letter _____, beginning on page _____.

2. Information about the Mexican pyramids is located in volume _____, letter _____, beginning on page _____.

44 RELATED TERMS IN USING ENCYCLOPEDIA INDEX

Objective: Given topic sentences, the student will underline key words which could be used to find additional information in an encyclopedia.

Instructions: The tester will say: "Underline the key words in these sentences, words which could be used to locate information in an encyclopedia."

Copper mining, both strip mining and pit mining, is one of Arizona's leading industries.

In limestone country, people enjoy the hobby of exploring caves or "spelunking."

The time zones, which have their initial zone in the meridian which passes through Greenwich, England, were designed by a Canadian named Fleming.

45 FINDING SPECIFIC INFORMATION IN A NEWSPAPER

Objective: Given any daily newspaper, the student will identify its major sections.

Instructions: The tester will say: "Examine this daily newspaper and list its major sections."

46 USING A MENU

Objective: Given a menu, the student will order lunch and write the cost of each item he ordered.

Instructions: The tester will say: "Read this menu and write a lunch order. You may have lunch, a drink, and dessert. Include the cost of each item you order."

MENU

Sandwiches				
	Ham	.50	Hamburger	.40
	Cheese	.40	Bacon & Tomato	.55
	Hot dog	.35		
Beverages				
	Coke	.20	Milk	.20
	Chocolate milk. .	.25	Coffee	.15
	Iced tea	.20		
Desserts				
	Pie	.25	Ice cream	.20
	Cake	.20		
Plate lunches	. . . . .	$1.35		
	Meat -- choice of one		Catfish, ham, roast pork	
	Vegetables -- choice of three		Mashed potatoes, corn, squash, lima beans, carrots, apple sauce	
	Salads -- choice of one		Jello, tossed, slaw	

47 TELEPHONE DIRECTORY

Objective: Given a telephone directory, the student will locate specific information within it.

Instructions: The tester will say: "Using this sample portion from a telephone directory, list numbers for the following places:"

1. number to call a doctor

2. address for place selling autos

3. number to order flowers

4. number to call for dinner reservations

5. address of Mrs. Hess

Hendon, Fred 123 W. Maple 223-9520
Henson's Autos 805 South 421-6718
Herands' Service Station 421 2d 213-4516
Herbert, Philip M.D. 213 5th 217-5406
Herman's Candies 91 South 213-0721
Hershey, Jane 100 Bush 314-4560
Hess, Mary Mrs. 30 Down 217-6821
Hess Flowers 12 Edward 325-1121
Hett's Restaurant 616 Lincoln 225-2330
Hewman, John 352 State 321-4133

48 LIBRARY CARD CATALOG

Objective: Given a card from the card catalog of a library, the student will interpret the information therein.

Instructions: The tester will say: "Here is a card from a school library's card catalog. Answer all the questions about the card."

U.S. - Description and Travel

917.3 Steinbeck, John
Travels with Charley: in Search of America. Viking 1962 246 p.

1 U.S. description and travel I Title

Is this an author, title, or subject card?

Who wrote this book?

What is the title of the book?

Who published the book?

When was the book published?

How many pages does the book have?

49 USING THE TABLE OF CONTENTS

Objective: Given a reader, the student will demonstrate his ability to use its table of contents by identifying on which pages a specific story begins and ends.

Instructions: The tester will say: "Read this table of contents. Identify on which pages story #2 begins and ends."

Part III

1. The Pink Pumpkin . . . . . Thomas Peen 185
2. Bumble Bees Frolic . . . . . Francis Peters 198
3. The Dragon Kite . . . . . Stephen Hank 203
4. Why is the Sea Blue . . . . . Nancy Williams 211

50 CHECKING BOOKS FROM THE LIBRARY

Objective: Given a facsimile book card the student will complete it to check a book out from the library.

Instructions: The tester will say: "Complete this library card as it would look after you had checked a book out of the library. You will need three facts."

Stewart, John David		
Minerals and Rocks		
1.	2.	3.

51 USE OF CITY MAP

Objective: Given a city map the student will trace a route along four prominent locations.

Instructions: The tester will say: "Use your pencil to draw the route I describe. Begin at your own block by marking an X. Draw a line to the block where your school is. Put an O on your school's location. Draw a line to the downtown Post Office. Mark its location with a P. From there draw a line to the City Hall Building. Put a C on the City Hall."

52 GLOBES

Objective: Given a globe the student will locate three bodies of water for each of three specific continents.

Instructions: The tester will say: "Use your globe to list three oceans, rivers, or lakes found on or next to these continents."

Australia

1. 2. 3.

Asia

1. 2. 3.

South America

1. 2. 3.

53 WORLD MAP

Objective: Given a world map the student will locate three countries, two continents, and one ocean in each of the four hemispheres.

Instructions: The tester will say: "Use your map to help you with the following lists."

Northern Hemisphere

Southern Hemisphere

Western Hemisphere

Eastern Hemisphere

For each hemisphere list three countries, two continents, and one ocean located there.

55 UNITED STATES MAP

Objective: Given a U.S. map the student will complete an information table on the location of various states.

Instructions: The tester will say: "Use this map to complete the information table below."

	State lying north	State lying south
Indiana		
North Carolina		
New York		
Wyoming		
Oregon		

56 BUS SCHEDULE

Objective: Given a bus schedule, the student will answer specific questions illustrating his understanding of its content.

Instructions: The tester will say: "Use this portion of a bus schedule to answer these questions."

Centerville Oaktown Columbia
St. Charles

Down				Read Up
9:00	Lv	Centerville	Ar	4:23
9:22	Ar	Plainview		4:01
9:40	Lv	Oaktown		3:43
9:52		Roseland		3:31
10:15		Garvis		3:05
10:42		St. Charles		2:31
11:02		Delhi		2:03
11:37		Jamestown		1:28
12:05	Ar	Columbia	Lv	1:00

1. Jane went from Plainview to Jamestown. How long was she on the bus?
2. If Jim left Delhi on the afternoon bus, what time would he arrive in Plainview?
3. A person going from Columbia to Garvis would stop in how many towns?

57 LOCATING SPECIFIC PLACES ON A NEIGHBORHOOD MAP

Objective: Given a map of the neighborhood the student will locate his home, school, and shopping area.

Instructions: The tester will say: "On this neighborhood map, mark the location of your house with an H. Mark your school's location with an S. Mark the store you shop in most often with a G.

58 SUMMARIZING

Objective: Given facts pertaining to one subject, the student will organize them by writing a short summary of their content.

Instructions: The tester will say: "Organize these facts by writing a short summary of their content."

1. The Iroquois tribe was very large and powerful.
2. They had a society in their tribe in which the members wore false faces or masks.
3. They lived in parts of New York State.
4. They believed that their false faces gave them the power to do good deeds.

59 CLASSIFYING

Objective: Given an article in which items are classified, the student will illustrate the classification.

Instructions: The tester will say: "Read this article about plants. Draw a line from each plant to the classification under which it belongs."

Man makes use of many kinds of plants. Early in the spring we await the first strawberries, radishes, and lettuce. Later, plants give us tomatoes, corn, and green beans. We can enjoy them canned or frozen anytime in the year.

Some plants are worn rather than eaten. Did you know the cotton in your clothes once grew on a plant? Your mother's linen tablecloth was once part of a flax plant. We don't wear or eat trees and grass, but they do make life more pleasant. Trees give us shade;and grass, beauty. Some plants, however, are problems to man. Have you ever had poison ivy? A bad case can be painful and dangerous. If you live in the West, look out for poison oak! We all know weeds can cause trouble. Johnson Grass chokes out useful plants. Many people have hay fever from ragweed.

Ragweed	Plants man likes
Tomatoes	
Strawberries	Plants man eats
Cotton	
Poison Ivy	Plants man dislikes
Poison Oak	
Flax	
Trees	
Corn	
Green Beans	
Johnson Grass	

60 SIMPLE OUTLINING

Objective: Given a reading selection, headings, and phrases of an outline, the student will list under each heading phrases that belong to it.

Instructions: The tester will say: "List under each heading of an outline the phrases that belong with it in the article."

A modern school building is very different from a one-room school. The classrooms are large and brightly colored. Often each room has a sink and fountain. There are many classrooms in every building.

Modern schools have special rooms. Science rooms have sinks and extra lights. Language rooms have listening stations for each pupil. Music rooms have stands and a piano.

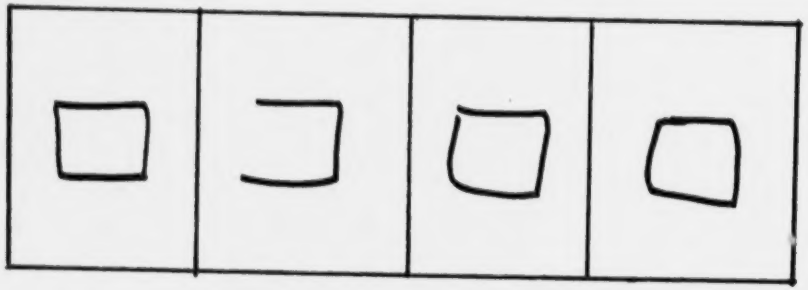
Classrooms	Special Rooms
Large and brightly colored	
Listening Stations	
Pianos and stands	
Own sink and fountain	
Sinks and extra lights	
Many in a building	

PROBLEM SOLVING EXERCISES

1 NOTING DETAIL

Objective: Given a picture missing one detail, the student will identify that difference.

Instructions: Point to the picture that is different.



3 LETTER FORMS

Objective: Given a letter and a set of like letters mixed with distracters, the student will circle the letters like the initial letter.

Instructions: The tester will say: "Circle all the letters in each row which are exactly the same as the first letter."

g	b	f	g	h	g
o	o	a	e	o	u
b	d	f	b	p	b
t	f	t	h	l	t

4 SIGHT WORDS

Objective: Given a set of four words from the Dolch 220 word list, the student will circle the word orally presented to him.

Instructions: (An overlay and crayon are necessary for this item.) Tester will say, "I am going to show you some words; then I am going to say one of the words. I want you to circle the word I say on each line:" (Cover words with transparency.)

Look at the first line, circle the word HAVE
Look at the second line, circle the word WILL
Look at the third line, circle the word OTHER
Look at the fourth line, circle the word NO
Look at the fifth line, circle the word DOWN

1.	THE	YOU	HAVE	WHEN
2.	WILL	EACH	ABOUT	HOW
3.	MANY	SOME	OTHER	INTO
4.	TIME	COULD	NO	MAKE
5.	MADE	OVER	DID	DOWN

5 RHYMING WORDS

Objective: Presented orally with pairs of syllables, the student will discriminate between those pairs which rhyme and those which do not.

Instructions: Tester will say, "I am going to say some words, two at a time. You tell me if they rhyme. Let's try these." Tester says: "Jack ....Mack" Pause for student's reply, then: "horse ....hill" Pause for student's reply, then: "Jill ....pill" Pause for student's reply, then: "car ....far" Pause for student's reply, then: "mouse ....rat"

6 CONSONANT SOUNDS

Objective: Given orally a key word, the student will identify from a list of words the words that begin with the same consonant sound as the key word.

Instructions: Tester will say, "I am going to say a word to you. You say the word after me, then I will show you some words. I want you to point to the words that start with the same letter as the word I say to you."

First say "DOP", then show student the first line of words.
Then say "PAG", then show student the second line of words.
Then say "MABE", then show student the third line of words.

1.	DIG	duck	BOY	DO
2.	Play	horse	go	point
3.	NOW	me	Mess	morning

8 LONG VOWELS

Objective: Given two lists of simple words, the student will match those words which contain identical long vowel sounds.

Instructions: (This item requires the use of a transparent overlay and a crayon.) The tester will say: "I am going to show you two lists of words. I want you to draw a line between each pair of words that have the same long vowel sounds in them."

boat	street
gate	hide
can	rain
use	over
ride	Dick
leave	cute

9 LONG VOWEL SOUND OF E

Objective: After listening to three words with the long vowel sound of e the student will give another word that contains the long vowel sound of e.

Instructions: What words can you say to me that have the sound of e as in be?

10 CONSONANT AND VOWEL DISCRIMINATION

Objective: Given the phonetic sounds of letters, the student will identify the grapheme correspondent, and state whether that letter is a consonant or vowel.

Instructions: Tester will say: "I am going to show you some letters. Then I am going to make some letter sounds. I want you to point to the letter whose sound I make, and tell me if it is a vowel or a consonant.

Sound B, await response. Sound K, await response.

Sound ĕ, await response. Sound Z, await response.

Sound ī, await response. Sound ă, await response.

a	z	f	k	e	b
u	l	i	j	m	o

11 CONSONANT BLENDS

Objective: When a student hears a word that begins with a consonant blend, the student will write that blend.

Instructions: The teacher will say: "I am going to say some words that start with two letters that make a sound together. I want you to write down those two letters."

1.	draw	drive	drop
2.	blow	blue	block
3.	glass	glimpse	glow
4.	train	trip	trap

12 USING CONTEXT

Objective: Given a list of words and a sentence missing one word, the student will select the word on the list which best completes the sentence.

Instructions: Have the child select the word on the list which completes each sentence.

1. Help me put away the _____.

   a. friend b. groceries c. cloud

2. Bring me a white _____.

   a. have b. go c. block

3. He saw a little _____ run down the street.

   a. house b. doughnut c. dog

4. The small girl was wearing a pink _____in her hair.

   a. ribbon b. dress c. mitten

13 ROOT WORDS

Objective: Given a list of words containing prefixes and/or suffixes, the student will write the root word on a line in front of the total word.

Instructions: Tester will say: "I am going to show you some words. I want you to write the root word in each of these words on the line in front of each word."

1. _____misspell
2. _____exchange
3. _____enclose
4. _____removable
5. _____degrade
6. _____unthinkable

14 PLURAL FORMS

Objective: Given a list of words, the student will state which words are written in plural form and which are singular.

Instructions: Tester will say: "I am going to show you some words. I want you to tell me which words are plural and which words are singular."
(Elaborate on meaning of plural and singular -- if necessary.)

he	pigs	leaves	men
buildings	shelf	they	his
books	my	our	teacher

15 PREFIXES

Objective: Given a group of words containing prefixes, the student will identify the prefix contained in each.

Instructions: The tester will say: "Underline the prefix in the following words."

1. prepare
2. decide
3. confer
4. exhale
5. insane
6. pronoun

16 SUFFIXES

Objective: Given a list of sentences which contain words lacking a suffix, the student will write in the correct suffix.

Instructions: The tester will say: "Complete these sentences by writing in the correct suffix."

1. The clerk said the purchase was not return_____.

2. The ball team displayed good sportsman _____.

17 COMPOUND WORDS

Objective: Given a list of mixed words, the student will state which words are compound words, and identify the simple words within each compound word.

Instructions: Tester will say: "I am going to show you some words. I want you to tell me which ones are compound words. Also, tell me the little words that make up each of the compound words you find."

1. postman
2. cattle
3. sidewalk
4. valentine
5. within
6. tomorrow
7. grandmother
8. hammer
9. firecracker
10. policeman
11. package
12. understand

18 INFLECTIONAL ENDINGS

Objective: Given sentences with incomplete inflectional endings, the student will choose the correct inflectional ending.

Instructions: The tester will say: "Circle the ending which makes these sentences correct."

John is play(s, ed, ing) baseball.

Mary cook(s, ed, ing) dinner yesterday.

Susan look(s, ed, ing) pretty today.

19 CONTRACTIONS

Objectives: Given a series of sentences, each containing a blank for a contraction, the student will write in the appropriate contraction, having been provided stimulus words in parentheses before the blank line.

Instructions: (Cover reverse side of card with an overlay, and provide the student with a crayon.) Tester will say: "I am going to show you some sentences. Read each sentence to yourself, then fill in the blank with the contraction of the two words in parentheses before each blank."

1. Bobby (is not) _____going to town.

2. (Will not) _____Sharon come to the party?

3. My dog can jump high (can not) _____he?

4. (Do not) _____be afraid, (it is) _____all right.

5. Jim is studying spelling. (I am) _____studying arithmetic.

20 ABBREVIATIONS

Objective: Given sentences containing unabbreviated titles, the student will supply the correct abbreviations.

Instructions: The tester will say: "Write the abbreviations for the underlined words in these sentences."

	Abbreviation
1. Her grandmother is Mistress Mary Baker.	_____
2. His tooth hurt, so he went to Doctor John Marshall.	_____
3. After his promotion, he became Lieutenant Glen Young.	_____
4. The sermon was given by Reverend William Johnson.	_____
5. The letter was written by a member of the United States Congress.	_____
6. The ship's command was given to Captain Gary Bronson.	_____

21 MULTIPLE MEANINGS

Objective: Given pairs of sentences containing the same word, but in which the word has different meanings, the student will identify the meaning of the word in each context.

Instructions: The tester will say: "Write the meaning of the underlined word as it is used in these pairs of sentences."

Meaning

_____ Jim took his cap off as he entered the room.

_____ Help me get the cap off this bottle.

_____ Stop running in the house.

_____ The washer isn't running.

22 SYNONYMS

Objective: By using a synonym for a given word the student will rewrite a sentence without changing the meaning.

Instructions: The tester will say: "Complete the second sentence so that it means the same as the first."

Do not harm the flowers.	Do not _____ the flowers.
Toss the ball to John.	_____ the ball to John.
Sniff the sea air.	_____ the sea air.
Rise when the flag passes.	_____ when the flag passes.
I like to vacation at the ocean.	I like to vacation at the _____.

23 ANTONYMS

Objective: Given a word, the student will identify its antonym.

Instructions: The tester will say: "Draw a line from each word to its antonym."

1.	dry	laugh
2.	ugly	pretty
3.	easy	wet
4.	cry	hard

24 ORAL READING

Objective: Given a reading passage at his level the student will mark the phrases correctly.

Instructions: The tester will say: "Read this passage to yourself. Draw a line wherever your voice would pause if you were reading aloud."

Susie and Jim liked to go to the skating rink. They usually went on Saturday morning. One Saturday morning the rink was closed. "Closed for Repairs," a sign said. "We can go to the movies," said Susie.

"That's a good idea. Let's walk over to see what is playing " Jim said.

25 MAIN IDEA

Objective: Given a short paragraph, the student will compose a title appropriate to its content.

Instructions: The tester will say: "Write a title for each of these paragraphs."

The orange cat had white stripes and spots. He loved to chase flies and eat bugs. This cat wore a black collar with a name tag in case he got lost.

Jane wanted to play ball with her new softball. She looked across the street to see if Beth could play, but Beth wasn't at home. She called to her big brother Mike, but he didn't answer. He was busy reading. Jane needed someone, or she couldn't play.

26 LOCATING FACTUAL INFORMATION

Objective: Given a paragraph, the student will locate the sentence which answers a question of fact.

Instructions: Have the student read the following paragraph to answer the questions you ask him.

Why did mother say that they had more than one dog?

Tom's dog, Princess, was missing from the yard when he got home from school. He looked and looked for her. Finally he went into the house to ask his mother where Princess was. His mother opened the basement door and told him to go down to see what Princess was doing. She said that Princess was no longer their only dog. When he found Princess he found five other dogs with her all snuggled sound asleep next to her.

27 DISTINGUISHING BETWEEN FACT AND OPINION

Objective: Given two reading selections, one containing only facts and the other containing opinions, the student will be able to tell the difference.

Instructions: The tester will say: "Read these two paragraphs. Circle the paragraph in which all the statements are facts."

California is the most beautiful state. Highway 1 is the prettiest drive in California. The trees and plants along the road are the most beautiful found in the United States.

California is the third largest state in the United States. Los Angeles in our country's second biggest city. People from many different countries visit California.

28 RECALLING SEQUENCE

Objective: Given a scrambled paragraph in which the events reveal a time sequence, the student will arrange the sentences in chronological order.

Instructions: The tester will say: "These paragraphs tell how to prepare foods. The sentences are not in the correct order. Place a number in front of each sentence according to the order in which the foods are prepared.

_____ Put a slice of ham and a slice of cheese on the bread.

_____ Put mustard and catsup on the bread.

_____ Put a pickle and some lettuce on the bread.

_____ Cut the bread in two halves.

_____ Put the eggs in a hot pan with butter.

_____ Beat some eggs with a fork.

_____ Put the eggs on a plate to eat.

_____ Put some milk and salt in the eggs.

29 PREDICTING OUTCOMES

Objective: Given three sentences which lead to a logical outcome, the student will write an outcome.

Instructions: The tester will say: "These three sentences tell a short story. Write a fourth sentence to complete the story."

John wanted a new bicycle. He washed cars and mowed lawns. Soon John had enough money saved. _____

_____

30 INTERPRETATION OF FACTS

Objective: Given several selections giving instructions on the same process, the student will identify the paragraph among them which is most clear.

Instructions: The tester will say: "All of these paragraphs tell how to make an ornament for the Christmas tree. Circle the paragraph which is most clear."

I. Take some paper. Roll it around a pipe cleaner. Use a lot of paste. Let it dry. You can paint it any color. Hang it on the tree with the pipe cleaner.

II. Tear a sheet of newspaper in half. Wad it up around a pipe clearner. Soak strips of newspaper in wet wheat paste. Wrap these around the wadded paper until you have a smooth ball. Let it dry before you paint it. Use the pipe cleaner to hang it on the tree.

III. Use some newspaper. You will need a pipe cleaner and some wheat paste, too. Tear some paper into strips. Mix the wheat paste with water. Wrap up a ball with the newspaper. Let it dry and paint it. Hang it up on the tree.

32 IDENTIFYING FIGURATIVE LANGUAGE

Objective: Given commonly used figurative phrases, the student will use each correctly in a sentence.

Instructions: The tester will say: "You often see these phrases in your reading. Use each of them as you have seen them used before."

like an old hen

like a rabbit

black and blue

sweetness and cream

38 READING RATE

Objective: Given descriptions of various reading assignments the pupil will indicate the reading rate appropriate to each.

Instructions: The tester will say: "Here is a list of reading assignments your teacher might give you. Put an 'F' by those on which you would use your fastest reading rate. Put an 'S' by those you would need to read more slowly."

_____1. Read the section "Molecules and Energy" in your science book. Answer the questions that follow the section.

_____2. Read the story "Just for Fun" in your supplementary reader. Find out who the main character is in the story.

_____3. Read the encyclopedia article entitled "Algae." When you are finished outline the article.

_____4. Read the school newspaper. Find out two interesting things that happened this week.

40 DIACRITICAL MARKS

Objective: Given a list of the most common diacritical markings, the student will list a sample word to illustrate the sound of each one.

Instructions: The tester will say: "These diacritical markings are frequently seen in a dictionary. By each marking, write a word which has that sound. Write the diacritical marking above the letter which has that sound."

ē _____

ă _____

ə _____

ŭ _____

ō _____

41 DICTIONARY GUIDE WORDS

Objective: Given a list of words, the student will identify the dictionary guide words for each.

Instructions: The tester will say: "After each word, three sets of dictionary guide words are written. Circle the set of guide words you would find on the dictionary page upon which the word would be found."

boast	bob-bolt	board-boil	boar-boarding
contact	consume-contest	contain-contort	constant-consul
hero	heel-hen	here-hesitate	height-hem
jelly	jig-jolt	jag-jean	jar-jet
pull	prow-pry	public-pump	punch-put

42 USING A GLOSSARY

Objective: Given a textbook, the student will locate its glossary and copy three definitions it gives.

Instructions: The tester will say: "Find the glossary in this book and copy three definitions it gives."

The glossary is on pages _____ to _____.

It gives these definitions:

1.

2.

3.

43 ENCYCLOPEDIA INDEX

Objective: Given alphabetical listings and volume numbers of a set of encyclopedia, the student will locate specific topics.

Instructions: The tester will say: "Use this list of alphabetical listings and volume numbers to locate these topics in an encyclopedia."

A-Bi	Volume	I
Bi-De	Volume	II
De-El	Volume	III
El-G	Volume	IV
G-In	Volume	V
In-Lo	Volume	VI
Lo-Na	Volume	VII
Na-Q	Volume	VIII
R-Te	Volume	IX
Te-Z	Volume	X

Tahiti Volume _____

Nigerian farming Volume _____

Power Dams Volume _____

Atomic engines Volume _____

Monarch butterfly Volume _____

44 RELATED TERMS IN USING ENCYCLOPEDIA INDEX

Objective: Given topic sentence, the student will underline key words which could be used to find additional information in an encyclopedia.

Instructions: The tester will say: "Underline the key words in these sentences, words which could be used to locate information in an encyclopedia."

The United Nations is an organization to which many countries of the world belong.

The Department of Agriculture helps farmers in the United States.

The alphabet has an interesting history.

45 FINDING SPECIFIC INFORMATION IN A NEWSPAPER

Objective: Given a newspaper, the student will identify any given elements from it.

Instructions: The tester will say: "List five articles from your newspaper for each of these types of newspaper items."

Local News	Sports News	Women's News
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

46 USING A MENU

Objective: Given a menu, the student will answer specific questions concerning its content.

Instructions: The tester will say: "Read this menu and answer these questions about it."

MENU

Sandwiches					
	Ham	.55		Hot dog	.30
	Club	$1.25		Cheese	.40
	Hamburger	.35			
Beverages					
	Coke	.15		Coffee	.15
	Milk	.25		Tea	.10
Plate lunch		$1.35			
	Entrees -- Ham, roast beef, fish				
	Vegetables -- choice of two			Green beans, corn, french fries, peas, cabbage	
	Salads -- choice of one			Slaw, jello, mixed fruit	

1. How many items come with the plate lunch?
2. Which sandwich costs most?
3. What drink could you buy for a dime?
4. How many different kinds of meat could you order on the plate lunch?
5. How many salads come with one plate lunch?

47 TELEPHONE DIRECTORY

Objective: Given information to be located in a telephone directory, the student will indicate whether it would appear in the classified or unclassified sections.

Instructions: The tester will say: "Some of these telephone listings would appear in the classified or yellow pages. Others would appear in the unclassified or white pages. Write 'white' or 'yellow' before each, depending upon which type of page it would appear."

_____moving and storage

_____Winters, Donale E.

_____railroads

_____gift shops

_____Hunter, Margaret M.

_____Chester, David Dale

48 LIBRARY CARD CATALOG

Objective: Given a card from the card catalog of a library, the student will interpret the information therein.

Instructions: The tester will say: "Here is a card from a school library's card catalog. Answer all the questions about the card."

F
DIC Dickens, Charles
A Christmas Carol. Lippincott
1956 50 p.
1.Christmas stories. 2.Ghost stories.
I. Title

Is this an author, title, or subject card?

Who wrote this book?

What is the title of the book?

Who published the book?

When was the book published?

How many pages does the book have?

49 USING THE TABLE OF CONTENTS

Objective: Given the facsimile table of contents, the student will demonstrate familiarity with the types of information it contains by answering questions on its content.

Instructions: The tester will say: "Read this table of contents. Then answer the questions below it."

Part One

Too Big . . . . . Ruth Sawyer 10

The Running Bear . . . . . Tom Petterson 14

The Clouds are Gone . . . . . Jim Fine 20

New Girl in the Class . . . . . Charles Klein 25

1. What is the title of the last story?
2. On what page does it begin?
3. Who wrote the story?
4. How many stories are listed in Part One?

50 CHECKING BOOKS FROM THE LIBRARY

Objective: The student will show the correct method of checking a book out of the school library by completing a library book card.

Instructions: The tester will say: "Complete this library book card as though you were going to check the book out of a school library."

Book

Henry, The Happy Elephant
by John Greenfield
Pictures by Ann Burnam

Library Card

Title _____

Author _____

Name	Room	Date Due

51 USE OF CITY MAP

Objective: Given a map of the city, the student will locate prominent civic points.

Instructions: The tester will say: "Here is a map of our city. Put an 'X' on the downtown area. Put two 'X'es on the neighborhood in which you live. Circle a park or place where you often play."

52 GLOBES

Objective: Given a globe, the student will trace a given route through countries continents, and bodies of water.

Instructions: The tester will say: "On your globe trace with your finger the route I describe. John began his trip in the United States. He went to Mexico and then on to South America. He stopped in Venezuela. From there he crossed the Atlantic Ocean to Africa. He stopped in Egypt. He sailed across the Mediterranean Sea and landed in Greece. From Greece he crossed Asia and completed his journey in Cambodia."

53 WORLD MAP

Objective: Given a world map the student will locate three countries for each of four continents.

Asia

1. 2. 3.

Europe

1. 2. 3.

Africa

1. 2. 3.

South America

1. 2. 3.

55 UNITED STATES MAP

Objective: Given a U. S. map, the student will locate cities, states, mountains, and rivers.

Instructions: The tester will say: "You may use this map to help you. List three rivers in the eastern part of the United States. List three mountain ranges west of the Mississippi River. List three cities in New York State. List three states that border Colorado."

56 BUS SCHEDULE

Objective: Given a bus schedule, the student will complete an information chart concerning its contents.

Instructions: The tester will say: "Use this portion of a bus schedule to complete this driving time table."

from Roseland to St. Charles _____minutes

from Centerville to Columbia _____minutes

from Jamestown to Petersburg _____minutes

DOWN

11:00	Lv	Centerville
11:23	Ar	Roseland
12:01		St. Charles
12:18		Columbia
12:32		Jamestown
1:07		Dix
1:28		Petersburg

57 LOCATING SPECIFIC PLACES ON A NEIGHBORHOOD MAP

Objective: Given a map of the neighborhood, the student will draw the route he follows from home to school.

Instructions: The tester will say: "On this neighborhood map draw the route you follow from your house to school."

58 SUMMARIZING

Objective: Given a short paragraph in which the important words of the main thoughts and details are underlined, the student will combine them by writing a one-sentence summary.

Instructions: The tester will say: "Read this paragraph. Then combine all the underlined words in a one-sentence summary."

It's amazing how many fans think that the long windmill type of windup used by a baseball pitcher is intended to confuse the batter. Most experts will tell you that when the windup is done correctly, it limbers up the pitcher's muscles. Also, it gives the ball more snap when it leaves the pitcher's hand.

59 CLASSIFYING

Objective: Given several headings and a group of items, the student will classify them according to the categorical headings.

Instructions: The tester will say: "Classify each item under its appropriate heading."

Headings	Items
1. American Revolutionary War	a. Taxation imposed by England
2. American Civil War	b. General Grant at Appomattox
	c. Declaration of Independence
	d. Winter at Valley Forge
	e. Lincoln as President
	f. Freedom for the slaves

60 SIMPLE OUTLINING

Objective: Given an article and the main ideas of each paragraph, the student will complete an outline.

Instructions: The tester will say: "Read this article and complete its outline."

Moving air makes energy. This energy is used by windmills to pump water. It might blow a hat off your head. The wind blows seeds from one place to another. It moves sand on beaches and in the desert.

Moving water makes energy, too. Once it ground flour from wheat. It is used now to make electricity. Rivers are damned up. The water turns generators.

Main idea: Moving air makes energy

Details:
1. _____
2. _____
3. _____
4. _____

Main idea: Moving water makes energy

Details:
1. _____
2. _____
3. _____
4. _____

*U.S. GOVERNMENT PRINTING OFFICE:1973 725-263/80 1-3